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ABSTRACT

Designed to measure children's receptive and expressive language competence, this 57-item instrument inventories children's performance in the following eight language subareas: motor functions, memory functions, visual functions, tactile-kinesthetic functions, vocal functions, auditory functions, following directions, and language concepts. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (language), title, author, date, age range (primary), purpose, and physical characteristics.) (HTH)

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Diagnosis of Language Competency Inventory (DLCI).

The measurement instruments contained in this document have been reviewed in a monograph (cited below) edited by William T. Fagan, Charles Cooper, and Julie Jensen, for The Research Instruments Project (TRIP), and funded by a grant from the Trustees of the NCTE Research Foundation:

Measures for Research and Evaluation
in the
English Language Arts
Volume II

The purpose of the editors has been to select and review measurement instruments pertaining to all aspects of research and evaluation in the English language arts, e.g. language and language development, literacy, literature, reading (including comprehension, teacher-pupil interaction, etc.), writing, and teacher knowledge and attitudes. In order to make some of the actual instruments reviewed more readily available, the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS) has cooperated with the editors by processing selected instruments into the ERIC system (see the 42 documents assigned Clearinghouse accession numbers CS 207 904-945).

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CS 207925

Category: Language and Language Development

Title: Diagnosis of Language Competency Inventory (DLCI)

Authors: Howard E. Blake
Ethel M. Maull

Age Range: Primary

Description of Instrument:

Purpose: To measure children's receptive and expressive language competence.

Date of Construction: 1977

Physical Description: Designed to be administered individually, this 57-item instrument inventories children's performance in the following eight language sub-areas: motor functions, memory functions, visual functions, tactile-kinesthetic functions, vocal functions, auditory functions, following directions, and language concepts. Each item has been given an arbitrary weight. Eight sub-scores and a total score are recorded on either an individual scoring sheet, a group scoring sheet, or both, depending on the purpose of the testing.

The partial individual recording sheet shown below lists the nine items in the Motor Functions category. In item 1.1, for example, the child is asked to hop and to bounce a ball. In 1.3 he is to mime hair combing, teeth brushing, and hand washing.

Individual Recording Sheet

Name_____

		Scores					
Checkpoint Dates							
1. Motor Functions (11 points)							
1.1 Gross motor tasks	(1)						
1.2 Imitating	(1)						
1.3 Pantomiming	(1)						
1.4 Design Copying	(1)						
1.5 Figure drawing	(2)						
1.6 Letter copying	(1)						
1.7 Writing name	(1)						
1.8 Numeral copying	(1)						
1.9 Sentence combining	(2)						

In sub-area two, Memory Functions, the child is presented four objects or pictures, one is hidden, and the child must identify the missing one. Area three, Visual Functions, includes association tasks (match, name, or find an object or shape) and closure tasks (complete a picture letter, numeral, word, sentence). Tactile-Kinesthetic Functions, category 4, includes the ability to identify common objects with eyes closed. Vocal Functions are scored for quantity of output, completeness, ease of expression, vocabulary, and grammar as the child talks about the subjects "What do you like to do after school?" and "What was the funniest thing that ever happened to you?" Auditory Functions include identifying sounds, discriminating sounds, and recalling patterns of sounds. In Following Instructions, the child must carry out single, double, and triple commands. Finally, Language Concepts includes recognizing common objects, knowing uses of objects, recognizing colors, understanding yes and no, knowing a spatial vocabulary, and responding appropriately to quantity, size, and value terms.

Validity, Reliability, and Normative Data:

No reliability or validity data are reported for this instrument, though a four-year process of development and refinement is noted, during which the inventory was used with children in beginning reading programs, in regular and special education classrooms (particularly with brain-damaged children). The authors point to current research on oral/print relationships and on self-image. Their objective is to support teachers working to identify strengths, remediate weaknesses, and develop appropriate programs. To this end, they urge that items and weightings be adapted to the children and the program involved, thereby improving content validity.

Related Documents:

Blake, Howard E. and Maull, Ethel M. "Diagnosing Language Competency." Unpublished paper, Temple University, 1977.

Diagnosis Of Language Competency Inventory (DLCI)

Tester's Guide

1. Motor Functions (11 points)

1.1 Gross motor tasks (1)
"Hop for me"
"Bounce this ball for me"

1.2 Imitating (1)
"Do what I am doing." (patting knees, raising one hand, nodding head)

1.3 Pantomining (1)
Pretend you are:
"Combing your hair"
"Brushing your teeth"
"Washing your hands"

1.4 Design copying (Present sample) (1)
"Draw the circle" (square; triangle; diamond; little square inside large square; triangle inside circle)

1.5 Figure drawing (2)
"Draw a picture of a boy" (girl; dog; cat; yourself)

1.6 Letter copying (present sample) (1)
"Copy the letter C for me" (use alternate if C is found in first or last name). Continue with several other letters.

1.7 Writing name (1)
"Print or write your name for me"

1.8 Numeral copying (Present sample) (1)
"Copy the 3 for me" (Continue with other one and two digit numerals)

1.9 Sentence copying (Present sample) (2)
"Copy this sentence" <u>The boy has a dog</u>.

2. Memory Functions (5 points)

2.1 Present a set of 4 objects (cup, eraser, ruler, block) (1) With child not looking, hide one object; child gives name of object. Continue by removing other objects-two, three, and then all four objects.

2.2 Present a set of 4 pictures (nurse, door, book, table) (1) With child not looking, hide one picture, child gives name of missing picture. Continue by removing other pictures - two, three, and then all four pictures.

2.3. Present a set of 4 letters (O-B-E-R) (1) With child not looking, hide one letter; child gives name of missing letter. Continue by removing other letters-two, three and then all four letters.

2.4. Present a set of 4 numerals (3-8-6-7) (1) With child not looking hide one numeral; child gives name of missing numeral. Continue removing other letters-two, three, and then all four letters.

2.5. Present a set of 4 words (play, red, girl, with) (1) With child not looking, hide one word; child gives name of missing word. Continue by removing other words-two, three, and then all four words. (Use only with children who have a basic sight vocabulary

3. Visual Functions (14) points)

Association (4)

3.1. "Match this object with a picture of it" (1)
(button, shoe, blue chip, etc.)

3.2. "Match this shape with a picture of it." (1)
(square, circle, triangle)

3.3. "Give me the name for the shape of this object" (1)
(ball - circle; window - square; sail - triangle)

3.4. "Find a circle (square, triangle) in this picture" (1)
(For example, picture of a table with plates, napkins, etc.)

Closure (10)

3.5. Present a picture in 2 pieces. (1) (pillow)
"Make a picture for me from these 2 pieces."

3.6. Present a picture in 3 pieces (1) (bean, bowl with fork)
"Make a picture for me from these 3 pieces."

3.7. Present a picture in 4 pieces (1) (girl and camera)
"Make a picture for me from these 4 pieces."

3.8. Present two pictures with parts - one complete, (school children), one incomplete (two persons taking a walk along a street) (1)
"Show me the picture which has parts missing." "Use the parts to finish the picture that has parts missing."

3.9. Present an incomplete letter. (any letter) (1)
"With your pencil complete this letter for me."
(Accept any correct completion)

3.10. Present an incomplete numeral. (1)
"With your pencil complete this number for me."
(Accept any correct completion)

3.11 Present an incomplete word. (2)
"With your pencil complete this word for me."
bo __, sto __, si __ (Accept any correct completion.)

3.12 Present an incomplete sentence. (2)
"Complete this sentence for me." Accept any correct completion.
"Mary likes to _____ ."

4. Tactile-Kinesthetic Functions (6 points)

4.1 Place 3 objects one at a time in child's hand (eyes closed) (3)
(button, soap, cotton)
"What did I place in your hand?" (One point each object.)

4.2 "What did I write on your back (or hand)? (3) (One point each item.)
(Write letters and/or numerals.)

5. Vocal Functions (8 points)

5.1 "What do you like to do after school?" (4)
(Score 1 for any vocalization response, 2 for one word response, 3 for phrase response, 4 for sentence or longer response)

5.2 "What was the funniest thing that ever happened to you?" (4)
(Score in terms of fluency, completeness of story, ease of expression, vocabulary, and speech - grammar, inflectional ending, syntax, sentence length.)

6. Auditory Functions (21 points)

6.1 Identification of sounds (out of view) (4)
"Identify these sounds for me." (fingers tapping on desk, feet tapping on floor, ball bouncing, chalk on chalkboard, athletic whistle, telephone bell, rice shaken in a jar, window closing)

6.2 Discrimination of sounds (4)
Present two sounds (eyes closed or back turned)
"Tell me what each pair of sounds was."
ball bouncing - dropping book
door closing - sliding chair on floor
pencil tapping - ruler smacking desk
palm on desk top - knuckles on desk top

6.3 Recalling Patterns (9)

6.3.1 Present a pattern of sounds. (horn - horn - horn-whistle - horn)
"What sounds did you hear?" (1)
"Which sounds did I both start and end with?" (1)

6.3.2 Nonsense words (bab, dode, blop, box, plid)
"Did I say any real words for you?" (1)
"What real word did I say?" (1)

6.3.3 Popcorn in jar - popcorn in jar - rice in jar - popcorn in jar. (shake each)
"What sounds did you hear?" (1)
"Which sounds did I both start and end with?"
Answer or point. (1)

6.3.4 Present a series of numerals. (1) (7- 9 - 6 - 4 - 21)
"Say those numbers back to me."

6.3.5 Present a series of letters. (1) (H - J - S - V - L)
"Say those letters back to me."

6.3.6 Present a series of words. (1) across - up - through - about - down)
"Say those words back to me."

6.4. Closure (4)

6.4.1 Present 4 incomplete words (2) (Sis__; pre__; un__;stan__)
"Complete these words for me." Accept any correct word.

6.4.2 Present 2 incomplete sentences (2) "I like_____;"
"When it is sunny I _____."
"Complete these sentences for me."

7. Following Instructions (6 points)

7.1 Single instruction or question (2)
"Look at the light."
"Open your mouth."
"Show me your foot."
"Touch your nose."
"What is your name?"
"How old are you?"
"What am I holding?" (a book)
"What do you see on the cover of the book?" (cat)

7.2 Double instructions (2)
"Look at the light and open your mouth."
"Show me your foot and touch your nose."

7.3 Triple instructions (2)
"Tell me your name, how old you are, and the color of this block."
"Tell me what this is a picture of, what you see on the table, and what I am holding in my hand."

8. Language concepts (29)

8.1 Recognizing common objects (3)
Present crayon, cup, block, doll, comb, watch, pencil.
"Tell me the name of each thing I touch."

8.2 Recognizing parts of doll (2)
"Touch the doll's arm."
"Touch the doll's feet."
"Touch the doll's head."

"What am I touching?" (head)
"What am I touching?" (feet)
"What am I touching?" (arm)

8.3 Uses of objects (4)
Present a toy chair, a toy bed, a toy truck, a pan.
"Point to what we ride in."
"Point to what we sleep in."
"Point to what we sit in."
"Point to what we cook in."

"What do we cook in?" (pan)
"What do we sleep in?" (bed)
"What do we ride in?" (car)
"What do we sit in?" (chair)

8.4 Recognizing colors (4)
Place four blocks - red, blue, green, yellow in front of child.
Place four similar squares (same colors) in front of child.
"Hold up the block that is the same color as this one?" etc.
"What color is this block?" (red, etc.)
Record color errors.

8.5 Understanding of yes and no (2)
"Is your name John Jones?"
"Is your name Janie Smith?"
"Is your name_____?" (proper name of child.)

8.6 Spatial Vocabulary (6)

Present a picture of a box with 1 crayon; place crayon accordingly.

"Show me the crayon on the box."
"Show me the crayon next to the box."
"Show me the crayon under the box."
"Give me the crayon next to the box."
"Where is this crayon?" etc. (in the box)

8.7 Quantity (3)

8.7.1 Present 2 groups of pennies - one group of two and one group of five. (1)
"point to the pile of pennies that has the most in it."

8.7.2 Present 2 groups of blocks - one group of three and one group of four. (1)
"Point to the group of blocks that has the most in it."

8.7.3 Ask a question (1)
"Which number would be larger, the number of children in this class or the number of children in the school?"

8.8 Size (3)

8.8.1 Present a big ball and a little ball (or a large circle and a small circle on the board). (1)
"Show me the little ball (or circle)."

8.8.2 Present a tall ladder and short ladder (pictures) (1)
"Show me the high ladder."

8.8.3 Ask a question (1)
"Which would be smaller, a picture on the wall or the floor in your kitchen?"

8.9 Value (2)

8.9.1 Present a penny and a dime (1)
"Which one is the larger?" "Which one will buy more at the store?"

8.9.2 Present a one dollar bill and a five dollar bill (1)
"They are the same size, aren't they? Which one will buy more at the store?"

8.8	**Size**	(3)					
8.8.1	Ball or circle	(1)					
8.8.2	Ladder	(1)					
8.8.3	Question	(1)					
8.9	Value	(2)					
8.9.1	Penny and dime	(1)					
8.9.2	One and five dollar bill	(1)					
	Sub. Total Score						
	Total Test Score	(100)					

Group Recording Sheet

NAME	Motor Functions											Memory Functions			
	Gross (1.1)	Imitating (1.2)	Pantomiming (1.3)	Design copying (1.4)	Figure Drawing (1.5)	Letter Copying (1.6)	Writing Name (1.7)	Numeral Copying (1.8)	Sentence Copying (1.9)			Objectives (2.1)	Pictures (2.2)	Letter Symbols (2.3)	